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ABSTRACT

Student perceptions of the effect of Miami-Dade Junior College upon the individual student were studied. The Graduate Questionnaire, developed especially for this study, was given to a 25% random sample of Miami-Dade students. The most significant variable in academic achievement was high school grade point average. Students in clubs earned higher grade point averages, as did those who asked questions in class. Females earned higher averages than males. No significant relationship appeared between G.P.A. and attitudinal change; the person most likely to change his convictions did not have strong convictions when entering Miami-Dade. Attitudinal convictions were strengthened in those who enrolled with strong convictions. (RS)

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AN INPUT - OUTPUT ASSESSMENT OF COMMUNITY COLLEGE GRADUATES

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Miami, Florida

Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February, 1973.

JC 730 090

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 11 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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INTRODUCTION

The effect of college attendance upon the individual student has been explored rather closely during the past fifteen years. Attitude changes as well as knowledge accumulated by the student as he progresses through his college career have been well documented. (Webster, 1958; Webster, Freedman and Heist, 1962; Plant, 1965; Hoover and Schultz, 1968; Trent and Medsker, 1968; Feldman and Newcomb, 1969; Pace and Milne, 1971.)

The question of the effect of Miami-Dade upon the individual student is therefore a natural one to raise. Currently, little if anything is available on changes experienced by students as they move through Miami-Dade toward graduation. In the absence of this information we are able to name courses which students have taken and credits which students have earned but we are often not able to describe the effects these and other Miami-Dade environmental factors have had upon them. This study was designed to identify, primarily from the students point of view, areas in which the college may have had some influence upon them. Considered herein are student perceptions of Miami-Dade's impact upon their academic growth, their attitudinal development and their activity in social issues.

Work done nationally (Astin, 1968) has suggested that what a student takes with him when he leaves college is very much dependent on characteristics he had on entry, thus, in addition to descriptive findings, the study considers the question of the relationship between student input and output specifically in the areas of academic achievements and attitudinal

change. In so doing the study addresses the issue of the amount of influence Miami-Dade has in these areas apart from entering student differences.

METHODOLOGY

Data were collected through an administration of the Graduate Questionnaire, an instrument developed especially for this study. Items were selected for inclusion in the questionnaire after a review of the literature.

A 25% systematic random sample was selected from the population of all students graduating from the South Campus of Miami-Dade during the 1971-72 academic year. A sample was utilized rather than the total population because of the anticipated need to send additional requests for the return of the questionnaire. In this way, 202 students were mailed the 113 item questionnaire during May 1972. (See Appendix A.) The packet the student received contained in addition, a cover letter from the Dean of Student Affairs and a stamped return envelope addressed to the college.

The first section of the instrument requested student input information, including parent education, reasons for originally attending, whether they had a major when they first enrolled and so forth. A request for the student number was included on the form so that additional input and output information could be obtained from the permanent college records (like high school and college grade point averages) without the student having to supply them. Other sections of the questionnaire were devoted to the student's perception of the college environment and to his perception of his academic growth. In all, 79 variables were sought for each student.

In order to obtain as high a return as possible, follow-up letters and additional copies of the questionnaire were mailed to the non-responding students. In these second and third mailings the cover letter was changed appropriately and the questionnaire was printed on different colored paper in an attempt to attract the student's attention.

RESULTS

1. Descriptive Findings

Of the 202 students selected 167 (83%) returned their questionnaires in various stages of completion. Since all information was not available on all students, some of the analyses conducted were done with fewer than 167 cases. The data were analyzed with Biomedical Computer Programs 01D and 04D (Dixon, 1970).

These findings are available from the Department of Education Research, Miami-Dade Community College, South Campus. The interested reader is invited to write for copies.

II. Input-Output Assessment

A student's college grade point average may be considered a general indicator of his success as a student. It is therefore of interest to explore the factors which contribute to a student's grade point average to determine which are "important" and which are not. Astin and Panos,

(1966) have used the input-output method in the attempt to explain variation in student outcome, employing a variety of student input and college environmental characteristics as predictor variables. Recent studies have also utilized this method as well as variants of the input-output model (Thistlewaite & Wheeler, 1966; Nichols, 1967; Werts & Watley, 1968; Astin, 1968; Craeger, 1969).

Presumably if particular aspects of the Miami-Dade environment play a critical role in g.p.a., they will emerge as important factors. The crucial question addressed in this portion of the analysis was then which factors are more important in determining a student's final g.p.a. (output), qualities and characteristics he has when he enters M-DCC (inputs) or the particular characteristics of the environment he finds here (defined as environmental variables). Questions like the following were of concern: Is a student's family background of greatest importance? Do those most active in clubs get the highest grades? How likely is it that students with low high school grades could succeed in terms of college g.p.a.? Do those most active in political activities do the best grade-wise? And, among others, what role does studying play?

In addition, input and environmental variables were examined in respect to their contribution to any attitudinal changes the student may have experienced.

To address these concerns several linear least-squares multiple regression analyses were performed using a Biomedical Computer Program (BMD 02R).

First, college grade point average was the dependent variable. The 31 most significant independent variables emerging from the group used in this analysis were as follows:

1. High school grade point average.
2. Florida twelfth grade total score.
3. Were you a member of any On-Campus organization?
4. Did you ask questions in class?
5. Sex.
6. Did you know and call teachers by their first name?
7. Are you registered to vote in public elections?
8. Did you find the library services and materials satisfactory to your needs?
9. F.T.G. Social Studies score.
10. Perceived growth in the Social Sciences.
11. F.T.G. Reading Index.
12. Are you now a member of any Off-Campus organization?
13. Did you vote in the March Primary?
14. Did you keep college textbooks after the end of the semester?
15. Were you a member of any organization in high school?
16. Did you talk about personal problems with teachers?
17. Have you had a job sometime between last September 1 and April 1?
18. Did you use the library when not working on assignments?
19. Did you read newspapers, magazines, watch T.V. news?
20. Did you help a student with personal problems?
21. Florida twelfth grade aptitude verbal.
22. Did you read books of your own choice?
23. Did you have strong convictions about social issues before attending M-DCC?
24. Perceived growth in Study Skills.
25. Did you change your college major while at M-DCC?
26. Have you changed your future job goal while at M-DCC?
27. Did you have strong convictions about social issues while attending M-DCC?
28. Did you decide on a college major before enrolling at M-DCC?
29. Student image of the college.
30. Perceived growth in the Natural Sciences.
31. Are you active in social issues?

The program selects those variables which contribute most to the explanation of college grade point average. One at a time the variables are "stepped" into the equation in such a manner that the first chosen explains most of the dependent variable, the second chosen explains the next most of what remains to be explained, and so forth.

In this way the five most significant variables chosen were as follows:

Step 1: High School Grade Point Average (g.p.a.)

R= .72 F= 34.62

Step 2: High School g.p.a.

F= 10.37

Florida Twelfth Grade Total

R= .78 F= 8.53

Step 3: High School g.p.a.

F= 13.86

Florida Twelfth Grade Total

F= 6.72

Membership in an on campus club

R= .82 F= 5.51

Step 4: High School g.p.a.

F= 14.61

Membership in an on campus club

F= 9.80

Florida Twelfth Grade Total

F= 7.83

Ask Questions in class

R= .85 F= 4.95

Step 5: Florida Twelfth Grade Total

F= 13.19

Membership in an on campus club

F= 12.11

Ask questions in class

F= 9.59

High School g.p.a.

F= 8.10

Sex

R= .87 F= 4.74

Clearly, ability characteristics possessed by the student upon entry to M-DCC are the most important factors in explaining college grade point average. High school g.p.a. and f.t.g. total score together produce a multiple R of .78 explaining 61% of the variance of the dependent variable. Expressed differently, if we think of our goal of explaining 100% of the reasons why students earn different college g.p.a.'s only 39% of these reasons do not relate to student ability at entry..

Prominent among the other variables which explain some of the remaining 39% of the variance are whether the student held membership in an on-campus club, whether he asked questions in class and the student's sex. Thus, those who were in clubs earned higher g.p.a.'s at M-DCC than their fellow students with comparable high school g.p.a.'s and f.t.g. totals but who were not in clubs. The same was true for those who asked questions in class. Finally, females earned higher college g.p.a.'s than males who were comparable to the females on the other four variables. Putting all five variables together produces a multiple R of .87, explaining 76% of the variance of college g.p.a.

In order to determine how well college g.p.a. could be predicted

from just facts known about the student at entry into Miami-Dade, an additional analysis was performed with high school g.p.a., f.t.g. total and sex as the only independent variables. The result was multiple R of .79 explaining 63% of the variance. What a student's final g.p.a. will be on graduation can be predicted when he enters within a range of about two tenths (.2) of a grade point. For example, considering only the first five students in the sample, a comparison between g.p.a. as predicted by the 3 variables, with the g.p.a. actually earned, reveals the closeness of the predictions as follows:

Predicted g.p.a.	Actual g.p.a.	Residual (Actual-Pred.)
3.15	3.33	.18
3.23	3.39	.16
2.38	2.51	.13
2.92	2.37	.55
2.97	3.10	.13

The equation utilized for these predictions was cross-validated by applying it to a group of graduates who were not included in the original analysis.

The results revealed that the equation including these variables is useful since for this new sample the average error in prediction was less than three tenths (.3) of a grade point for each student.

A final indication of the importance of high school g.p.a. was obtained by cross-tabulating high school g.p.a. by college g.p.a. for males and for females, (Program published by Community Improvement Program, 1972). The results revealed that overall, of the 66 for whom high school g.p.a.'s were available, college g.p.a.'s were distributed as follows:

High School g.p.a.	COLLEGE g.p.a. 1.0-1.9	2.0-2.4	2.5-2.9	3.0-3.4	3.5-4.0
1.0-1.9		8	6		
2.0-2.4		5	8	4	
2.5-2.9		2	9	7	1
3.0-3.4			4	10	
3.5-4.0					1

These results are, of course, only for a restricted range of students, namely, those who graduated. Hence any relationship above would be even more significant on the total population. Even with this limitation the results are striking. The "D" high school student who graduated from Miami-Dade did not earn over "C" at Miami-Dade; of the 36 "C" high school students all but 12 were "C" college students; 10 of the 14 "B" high school students were "B" college students and the exceptional high school student (3.5-4.0 g.p.a.) was the exceptional college student.

The next issue to be explored using regression analysis concerned the impact of Miami-Dade in the area of attitudinal change. The prime question was, which students are most likely to change their attitudes while attending?

The dependent variable was whether the student had changed his convictions while in attendance. There were 37 independent variables as follows:

1. Did you have strong convictions about social issues before attending M-DCC?
2. Have you changed your future job goal while at M-DCC?
3. Do you now have a future job goal in mind?
4. Did you help students who had personal problems?

5. Were you active in social issues?
6. Perceived growth in study skills.
7. Did you work for M-DCC as a student assistant?
8. Did you read newspapers, magazines, watch T.V. news?
9. Did you receive financial aid?
10. Perceived growth in the Natural Sciences.
11. Perceived growth in mathematics abilities.
12. Did you use the individual Study Center when not required to do so?
13. What was your college grade point average?
14. Did you use job placement services?
15. F.T.G. reading index.
16. Did you study in the library?
17. Did you use the library when not working on assignments?
18. Did you assist students who had academic problems?
19. Did you use counseling services?
20. Did you talk about personal problems with teachers?
21. Did you ask questions in class?
22. Perceived growth in the Social Sciences.
23. Did you read books of your own choice?
24. Were you a member of any organization in high school?
25. Perceived growth in speaking and conversation.
26. Perceived growth in writing skills.
27. Did you use cooperative education?
28. Were you a member of any On-Campus organizations at M-DCC?
29. Have you had a job sometime between last September 1 and this April 1?
30. What was the highest level of formal education completed by your parents? (Father.)
31. What was the highest level of formal education completed by your parents? (Mother.)
32. Did you decide on a future job goal before enrolling at this college?
33. Did you find the library services and materials satisfactory to your needs?
34. Did you keep college textbooks after the end of the semester?
35. Were you employed more than 20 hours per week while attending M-DCC?
36. Sex.
37. Did you know and call teachers by their first name?

The results were as follows:

Step 1: Convictions before attending

R= .32 F= 11.1370

(Note: regression coefficient is negative)

Step 2: Convictions before attending

F= 10.15

Change future job goal while at M-DCC

R= .39 F= 5.59

Step 3: Convictions before attending

F= 8.84

Changed future job goal while at M-DCC

F= 6.83

Now have a future job goal in mind

R= .44 F= 5.17

Step 4: Convictions before attending

F= 9.52

Changed future job goal while at M-DCC

F= 7.26

Now have a future job goal in mind

F= 5.22

Help students who had personal problems

R= .48 F= 4.35

Step 5: Convictions before attending

F= 13.14

Now have a future job goal in mind

F= 6.33

Changed future job goal while at M-DCC

F= 6.23

Help students who had personal problems

F= 3.59

Participation in activities before attending M-DCC

R= .50 F= 3.39

To be noted by comparing the above with the results of the regression on g.p.a. is, first of all, the lower multiple R for attitude change. It is more difficult to explain attitudinal change than it is to explain g.p.a. Two variables, f.t.g. and high school g.p.a. accounted for 61% of the variance of M-DCC's g.p.a. while the five variables above account for only 25% of the variance of the dependent variable, changed convictions while attending.

The negative regression coefficient for the first variable to enter, convictions before attending, indicates that the person most likely to change his convictions while attending is the one who did not have strong convictions to begin with. We see also that changes in future job plans accompany the change in convictions.

There is no significant relationship between academic achievement and attitudinal change (college g.p.a. enters at Step 13 with an insignificant "F" ratio). However, there was an interesting trend between these two variables as noted on page 18 of this report. The suggestion there is that the relationship may be non-linear.

The person who changes his convictions is also more likely to now have a future job goal in mind than is his peer who did not change his convictions. He is also more likely to have helped students with personal problems.

A final regression was performed to examine the characteristics of

the students most likely to have positive attitudes toward M-DCC. Once again, this was found not to be associated with academic achievement. The best predictor of this dependent variable was whether the student had helped others with their personal problems. Positive attitudes toward M-DCC were also found to be related to whether a student uses the facilities of the college, in particular the individual study center, and to whether the student feels he has grown in the use of study skills. Finally, attitudes toward M-DCC were also found to be related to the reason students gave for originally enrolling at M-DCC. Those who were encouraged to attend by others were more likely to have positive attitudes than students offering other reasons for originally enrolling.

DISCUSSION

The impact of Miami-Dade upon the student has been explored. It has been noted that academic characteristics of the student at entry into M-DCC are the best predictors of his final M-DCC grade point average. It may be that study traits and the other contributors to ones academic achievement are fairly established by the time high school studies are completed.

Attitudinal changes occur, not surprisingly, in those students who did not hold firm convictions on entry into M-DCC. Also, attitudinal convictions generally were strengthened in those students who came to Miami-Dade with strong convictions. These two findings relate to the "openness to change" concept discussed by Feldman and Newcomb (1969). Some further cross tabulations with the data, which are not presented in detail in this report, suggest that attitude change may be related (though not linearlly) to college, g.p.a. and to sex. It was found for example, that for males, the higher the college g.p.a. the more likely the student was to experience

some attitude change. For females, a clear pattern did not emerge as those with the highest college g.p.a. (3.5-4.0) and those with the lowest attained in the sample (2.0-2.4) were more likely than those in the middle range (2.5-3.4) not to change their attitudes.

While several of the characteristics of the Miami-Dade environment examined in this study have been found to be related to achievement and attitude change (in particular membership in an On-Campus club and helping students who had personal problems) none were as significant as the variables the student possesses at entry. However, a functional out-of-class environment at Miami-Dade Community College was purported to exist by the graduates participating in this study. Individuals who have not attended the community college may have a different perception of the environment found there. Birnbaum's (1972) survey of high school junior revealed that community colleges were perceived to be commuting rather than residential, thus offering few opportunities for out-of-class activities. It may be worthwhile to stress this difference between the real and the perceived during any student recruitment drive.

A significant portion of this study relates to familiarity with and interaction in current social issues while at Miami-Dade Community College. The graduates indicated that opportunities were afforded by the college in disseminating information about social issues and in making social service projects an integral function of the curriculum. A recent study (Berdie, 1972) recommends that students be provided with many varied opportunities to obtain experiences with social processes relating to contemporary social problems. In his research, Berdie found large numbers of college students

who were well informed, had effective problem solving skills, adept at analysis, skilled in communication techniques and thus in a position to assume a responsible role in social issues.

LIMITATIONS OF THE STUDY

The data relating to most of the variables considered in this study are based on self-reports. That is, graduates were asked to give their own attitudes, to check off issues in which they were active, to report their own study habits and the like. No attempt was made to verify the accuracy of these perceptions. Thus, to the extent that the respondees distorted their true feelings the study's findings represent a restricted view of reality.

A second limitation has to do with the regression analyses in which a large number of independent variables were explored with a relatively small number of subjects. Nunnally (1967) has warned that when this ratio is only 3:1 or less (that is, when there are only three or fewer subjects per independent variable) the multiple correlation in the sample will be highly biased upward. Since the ratios for this study were roughly 5:1 and 3:1 some upward distortions of the multiple correlation coefficient may exist. The analysis which was performed in the 3:1 ratio was re-done with only 3 independent variables thereby increasing the ratio of subjects to independent variables to the more respectable 20:1.

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APPENDIX

Cover Letter 19

The Graduate Questionnaire 20

MIAMI-DADE JUNIOR COLLEGE
South Campus ■ 11011 S. W. 104 Street ■ Miami, Florida 33156

May 1, 1972

Dear Graduate,

Congratulations! You have finally arrived at the day when all that hard work has paid off.

As a graduate of Miami-Dade, you have been selected to participate in a current study to evaluate the impact that this college has had on its students. Your experiences at M-DJC, along with your interest to contribute to its improvement, will certainly add to the effectiveness of this study. By completing the enclosed questionnaire we will be able to evaluate the impact that this school made upon your life. This information can then assist us in developing programs to meet the needs of future classes of students. Please be assured that your responses will be used for group research and will not be identified with you individually.

Enclosed is a self-addressed, stamped envelope for your convenience in returning the completed questionnaire. Your cooperation in returning it as soon as possible is greatly appreciated.

Thank you for aiding us in this important study. As a graduate of this school your opinions are invaluable.

We wish you success in your future goals.

Sincerely,

Clinton G. Cooper
Dean of Student Affairs

CGC/ah

P.S. If you have any questions please do not hesitate to call our Research Department at 274-1205.

GRADUATE QUESTIONNAIRE

NOTE: The information in this report is being collected on this year's graduating class at Miami-Dade Junior College, South. Your responses are used for group research and will NOT be identified with you individually. Your student number is requested so that we may obtain additional information and conduct a follow-up study.

Thank you very much.

DIRECTIONS: Use a pencil or pen to mark ☒ each of the following items. PLEASE PRINT when you are asked for additional information.

Example: Can more than one answer be marked in each item?	YES	NO
	☐	☒

1. Your Student Number: _ _ _ _ _ _ _ _

2. Male ○ Female ○

3. Your age on January 1 of this year: (mark one)

- 17 or younger ☐
- 18 ☐
- 19 ☐
- 20 ☐
- 21 ☐
- 22 or older ☐

Answer EACH of the following in relation to your reasons for ORIGINALLY enrolling at MDJC:

	YES	NO
4. Quality of programs	○	○
5. Special interest in MDJC course or program.	○	○
6. To prepare for a job	○	○
7. Financial aid from MDJC	○	○
8. Costs of attendance	○	○
9. Encouraged to do so by other people	○	○
10. Convenience to your home	○	○
11. Wanted to be with your personal friends	○	○
12. Other (list below)	○	○

_____

_____

_____

Are you:

	YES	NO
13. Living at home WITH your parents	○	○
14. Married	○	○
15. Married to OR planning to marry someone you met at Miami-Dade	○	○

(If you are married omit the next item)

16. Planning to marry within the next year	○	○

17.& 18. What is the HIGHEST level of formal education completed by your parents? (check one in each column)

	FATHER	MOTHER
Elementary school	☐	☐
Some high school	☐	☐
High school graduate	☐	☐
Some college	☐	☐
College degree	☐	☐
Postgraduate degree	☐	☐

Answer EACH of the following:

	YES	NO
19. Did you work for MDJC as a STUDENT ASSISTANT	○	○
20. Have you had a job SOMETIME between last September 1 and this April 1	○	○
21. Were you employed MORE than 20 hours per week while attending MDJC	○	○
22. Did you decide on a future job goal BEFORE enrolling at this college	○	○
23. Have you CHANGED your future job goal while at MDJC	○	○
24. Do you NOW have a future job goal in mind	○	○

Answer EACH of the following as it applies to you:

	YES	NO
25. Did you decide on a college major BEFORE enrolling at MDJC	○	○
26. Did you CHANGE your college major while at this college	○	○
27. Are you REGISTERED to vote in public elections	○	○
28. Were you ELIGIBLE to vote in the March Primary	○	○
29. Did you vote in the MARCH PRIMARY	○	○
30. Did you vote in the recent MDJC ELECTIONS	○	○
31. Were you a member of any organizations in HIGH SCHOOL	○	○
32. Were you a member of any ON-CAMPUS organizations at MDJC	○	○
33. Are you NOW a member of any OFF-CAMPUS organizations	○	○

34. What is the HIGHEST academic degree that you plan to complete?
(Check one)

- Associate degree ○
- Bachelor's degree ○
- Master's degree ○
- Other postgraduate degree ○
- Undecided at this time ○
- Other (list below) ○

_____

_____

While AT MDJC have you used any of the special student services listed below?

	YES	NO
35. Advising	□	□
36. Counseling	□	□
37. Financial aid	□	□
38. Testing	□	□
39. Job placement	□	□
40. Cooperative Education	□	□
41. Other (list below)	□	□

_____

_____

Did you:

	NOT at all	Sometimes	Regularly
42. STUDY in the library	○	○	○
43. Use the library when NOT working on assignments	○	○	○
44. Find the library SERVICES and MATERIALS satisfactory to your needs	○	○	○
45. Use the Individual Study Center when NOT required to do so	○	○	○
46. Ask questions IN class	○	○	○
47. Know and call TEACHERS by their first name	○	○	○
48. Talk about personal problems WITH teachers	○	○	○
49. Assist students who had ACADEMIC problems	○	○	○
50. Help students who had PERSONAL problems	○	○	○
51. Keep college textbooks AFTER the end of the semester	○	○	○

Describe your WEEKLY activity in EACH of the following areas NOT required in your classes WHILE attending MDJC:

	WHILE attending MDJC: LESS than 1 hour weekly	BETWEEN 2 & 4 hours weekly	5 hours or MORE weekly
52. READING the newspaper	□	□	□
53. WATCHING television news reports and news specials	□	□	□
54. LISTENING to radio news reports and news specials	□	□	□
55. READING (news) magazines and/or journals	□	□	□
56. READING about current issues and problems that interest you	□	□	□
57. WATCHING television specials (on environmental & social issues	□	□	□
58. READING books of your own choice	□	□	□

Answer EACH of the following as it applies to you:

		STRONG Convictions Before Attending MDJC		STRONG Convictions While Attending MDJC		CHANGED Convictions While Attending MDJC	
		Yes	No	Yes	No	Yes	No
59.	Political beliefs..	○	○	○	○	○	○
60.	Race relations.....	○	○	○	○	○	○
61.	Vietnam War.....	○	○	○	○	○	○
62.	Ecology issues.....	○	○	○	○	○	○
63.	Issues about drugs.	○	○	○	○	○	○
64.	Religious beliefs..	○	○	○	○	○	○
65.	Women's Liberation.	○	○	○	○	○	○
66.	Consumer issues....	○	○	○	○	○	○
67.	Police relations...	○	○	○	○	○	○
68.	Community issues...	○	○	○	○	○	○
69.	Birth control.....	○	○	○	○	○	○

Answer EACH of the following as it applies to you:		Active in BEFORE Attending MDJC		Active in WHILE AT MDJC		Plan to CONTINUE Being Active in the Future	
		Yes	No	Yes	No	Yes	No
70.	Political issues.....	□	□	□	□	□	□
71.	Racial issues.....	□	□	□	□	□	□
72.	Expressing your opinions about the Vietnam War.....	□	□	□	□	□	□
73.	Ecology projects.....	□	□	□	□	□	□
74.	Expressing your opinions on the legalization of marijuana	□	□	□	□	□	□
75.	Religious practices.....	□	□	□	□	□	□
76.	Expressing your opinions on Women's Liberation.....	□	□	□	□	□	□
77.	Consumer projects.....	□	□	□	□	□	□
78.	Expressing your opinions about police activities.....	□	□	□	□	□	□
79.	Projects to solve community problems.....	□	□	□	□	□	□
80.	Expressing your opinions on birth control.....	□	□	□	□	□	□

Answer EACH of the following in relation to any personal GROWTH that you have experienced as a result of ATTENDING MDJC:

	None	Very Little	Some	Very Much
81. WRITING SKILLS.....	○	○	○	○
82. Skills in SPEAKING and CONVERSATION.....	○	○	○	○
83. STUDY SKILLS.....	○	○	○	○
84. Abilities in MATHEMATICS.....	○	○	○	○
85. Knowledge in the SOCIAL SCIENCES.....	○	○	○	○
86. Knowledge in the NATURAL SCIENCES.....	○	○	○	○

DIRECTIONS: PLEASE use this key in answering the following statements;

(5) = STRONGLY agree with the statement
(4) = Agree with the statement but NOT strongly
(3) = Disagree with the statement but NOT strongly
(2) = STRONGLY disagree with the statement
(1) = Do not have ENOUGH information to agree or disagree

Example: (5) Students should be free to express their opinions about their experiences at MDJC.

( ) 87. There was too much concern at Miami-Dade about class attendance

( ) 88. I have become more aware of the problems of others since attending MDJC.

( ) 89. Books and materials required to be read here were not interesting.

( ) 90. People close to me have benefited from my experiences at Miami-Dade.

( ) 91. I felt "lost" when I first came to Miami-Dade Junior College.

( ) 92. What I have learned here has not helped me to make choices about future job goals.

( ) 93. There wasn't much to do on campus except to go to class and study.

( ) 94. At MDJC there were opportunities for informal social experiences with other students.

( ) 95. Since attending Miami-Dade I have come to understand myself better.

( ) 96. MDJC realizes that each student is an individual and treats them as such.

( ) 97. MDJC was not interested in me as a person.

( ) 98. Generally, the classes here were pretty interesting.

( ) 99. I didn't have an opportunity to get involved with community affairs and problems while at Miami-Dade Junior College.

( )100. MDJC has helped me to discover the satisfaction of independent study.

( )101. Most students here are like "numbers in a book."

( )102. Miami-Dade has helped me to see both sides of certain issues.

( )103. If I needed help in a subject, I know that someone on the faculty will be glad to help.

( )104. At MDJC courses were related to community issues and problems.

( )105. What I learned here will not help me in my future occupation.

( )106. Educational experiences at Miami-Dade let me do the things that I do well.

( )107. I have gotten more out of the course work here than I expected.

( )108. MDJC has helped me to change some of my attitudes about my future.

( )109. Educational experiences at Miami-Dade were unrealistic when compared to the outside world.

( )110. The instructors here take a personal interest in their students.

( )111. MDJC has helped me to think things through and arrive at answers more quickly.

( )112. Information useful to me has come from my educational experiences here.

( )113. Coming to Miami-Dade has not changed me in any way.